

Unit Planning Guide: Grade _K_ Unit _5_ of _8_

Unit Title: Getting Ready to Read	Pacing (Duration of Unit): 4 weeks
Grade: Kindergarten	Buffer Day(s): 3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- **RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.**
- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **RF.K.2c Blend and segment onsets and rimes of single- syllable spoken words.**
- **RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**
- RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**
- SL.K.1b Continue a conversation through multiple exchanges.
- **SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.**

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or

<ul style="list-style-type: none"> • L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). • L.K.1.f Produce and expand complete sentences in shared language activities. • RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). • RL.K.1 With prompting and support, ask and answer questions about key details in a text. • RL.K.5 Recognize common types of texts (e.g., storybooks, poems). • RI.K.1 With prompting and support, ask and answer questions about key details in a text. • RI.K.2 With prompting and support, identify the main topic and retell key details of a text. • RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>*These standards are taught throughout the year</p> <ul style="list-style-type: none"> • SL.K.1a * Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • L.K.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • L.K.1b* Use frequently occurring nouns and verbs. • L.K.6 * Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • RL.K.4* Ask and answer questions about unknown words in a text. • RL.K.10* Actively engage in group reading activities with purpose and understanding. • RI.K.4* With prompting and support, ask and answer questions about unknown words in a text. • RI.K.10* Actively engage in group reading activities with purpose and understanding. 	supports.
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Speakers, readers, and writers, manipulate sounds/symbols to create new words • Details can be improved when participants share research and writing experiences • A learning community is where children feel comfortable and confident supporting one another. • Reading and presenting research builds comprehension 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you create new words while speaking, reading, and writing? • What is research and how can I share my ideas with the group? • How can I support my peers? • How can I get my ideas across?

Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • That words have a beginning, middle, and ending sounds • That words have meaning • That asking and answering questions, supports research development • That supporting peers improves learning • That retelling learned information, helps build comprehension <p>Key Academic Vocabulary -</p> <ul style="list-style-type: none"> • Reader • Comprehension • Research, researcher • Support • Participant • Cooperation 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • breaking down words into beginning, middle, and ending sounds (knowledge, comprehension, application) • understanding the meaning of words, and using words appropriately (knowledge, Comprehension, application) • asking and answering topic related questions (knowledge, comprehension, application) • supporting peers (knowledge, comprehension, application) • retelling and presenting information (knowledge, comprehension, application)